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BOSTON UNIVERSITY
GRADUATE SCHOOL

Thesis
GUIDING THE ADOLESCENT GIRL
by

Verna Louise Clarke
(B.S. in Ed., Boston University, 1926)

submitted in partial fulfilment of the
requirements for the degree of
Master of Arts

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THESE
COLLEGE THEATRE CASES

BY
James Louise Clarke
(B.S. in Ed., Boston University, 1955)

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GUIDING THE ADOLESCENT GIRL

Introduction:-Why it is necessary for both parents and teachers to gain a deeper understanding of the adolescent girl.

With the fast-changing times there have developed new situations with which one must cope. This is especially true of conditions concerning our adolescents. The adolescent period of life is a bridge from childhood to the adult stage, a bridge which must be carefully constructed. Modern forms of industry with its machinery have given youth more time for leisure and the teaching of the adolescent to use this leisure wisely is a problem for both parent and teacher. They can guide, but it must be done in a delicate, well-organized way for the adolescent is plastic and the directing must be tempered to suit each occasion. It is the home and the school that will mould the future and much depends on the attitude and atmosphere within each. How much each one should know of the nature and needs of the adolescent!

The desire to make the most of their children is common to both parent and teacher for both the home and school have been built around the child. Both may be concerned about the same child but both may be

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The desire to make the most of their children is common to both parent and teacher for both the home and school have been built around the child. Both may be concerned about the same child but both may be

thwarted by a desire that is blind. Very often good traits or weaknesses may be observed by the one and not the other. How much better it would be if the mother knew the child's life at school, or at least enough of it to understand and appreciate her questions and comments. How much more sympathetic and understanding would be the teacher who had a glimpse of the home conditions of her pupils. And what is true of the young child is just as true of the girl in high school! This is especially true today for she faces not only the adjustments of another generation but the complexities and pressures present in our modern life.

The girl today is almost as free as her brother to travel about and see what she wishes. There is a so-called new-freedom for women and girls who are breaking away from old restraints and restrictions. The fact that some mothers are asking teachers what they can do with their adolescent girls shows that here is a real problem, and one on which the parents and teachers need to coöperate.

My aim is to point out some of the characteristics common to the normal adolescent girl and to indicate where there is a possibility for guidance. The abnormal girl is excluded because there is so much more material available for that type. Since so much that

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the girl does during adolescence is determined by her training before that period, both school and home should recognize its significance in her education and development.

It is astonishing to find how much of the literature on adolescence would lead the reader to think that the adolescent period is one in which the boy or girl is an abnormal and somewhat peculiar individual. Strange and peculiar actions and notions are to be expected. Therefore, I admire the rational stand taken by Professor Brooks¹ when he shows through statistics and case reports that there isn't any sudden change in personality during this period and many characteristics that do appear are the outgrowth of childhood traits and habits that have been allowed to develop. Dr. Leta Stetter Hollingworth², too, throughout her book emphasizes not the abnormal and psychopathic examples but characteristics that are common to the normal adolescent. Or, one might go a step further and draw the conclusion that Harrington³ does. Life is one long series of adjustments and readjustments. We, as individuals, find ourselves very often in new situations to which we must react. Adolescence is one of the big periods of adjustment.

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Part I - The Girl in the Home

A. The Role of the Parents.

The parents have a double function, for the good parent is both a teacher and a guide. They must make a conscious effort to know the adolescent girl. It is necessary to know the ways and means of adjusting her to her social relations, to develop in her a desirable attitude toward her family, to guide her in her selection of friends and to see that she has recreational interests. It would seem that such a relationship and understanding must establish a confidence between the parents and the girl. What does this mean on the part of the parents? It means that they must have some knowledge of psychology, of sociology, of mental hygiene, of biology.

The parent, acting as a guide, must be alert to notice any changes in the girl's personality. This period of adolescence is not an isolated one and should not be treated as something unusual or extraordinary; it is not a break with childhood, but it does emphasize, I think, what has taken place in childhood. The adolescent rearranges and develops her sense of values and relationships. Such a guide will watch carefully for the many avenues of expression that the girl may choose, and if she thinks the selection is wise, encourage

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her; if it is unwise she will do her best to help the girl to substitute another and wiser choice. Such avenues would include her social activities, her friends, her hobbies, and her chosen forms of entertainment. If the girl is associating with friends who are undesirable, she should be introduced to a better group of companions. Mere talk or advice will have little effect on her; therefore, substitution of friends or activities is about the only effective remedy. It is necessary to make the home atmosphere one that will encourage each girl to develop any creative power that is within her. Dignity, tact, sympathy, honesty, patience, and above all, humor should be found in such a home. Many adolescents are prone to worry because they take life so seriously or because there is not variety enough in their lives; there may be a lack of interest because life is monotonous. These adolescents should learn to improve their sense of humor and to tell amusing stories, for humor is often the saving grace of many a home because it gives these girls a better self-understanding and appreciation of the values and relationships of human affairs.

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Each parent needs to keep himself informed about the present-day issue, and know the interests of the modern daughter. Many authors like Miss Mary Sayles¹ point out that much adolescent misunderstanding and maladjustment is the result of poor or weak guidance in childhood. She also points out that inconsistent discipline in childhood plays a large part in behavior difficulties later on. If a child is pampered at one time, and on a similar occasion is scolded she is not able to establish a principle of what is right and what is wrong; instead she feels an indecision and injustice toward such treatment.

Dr. Thom says, "The efficiency with which the adolescent meets his obligations and his responsibilities, the wisdom which he displays in handling his freedom, and the frankness with which he meets life and his own problems, depend to a very large extent upon what he has acquired in the way of habits, mental attitudes and personality traits. These are his stock in trade and the tools with which he must make a place for himself in the social and industrial scheme of life.

It is a wise provision of nature that permits the individual to continue his emotional and intellectual development as the years advance....Therefore, as the adolescent who is becoming adjusted to life advances

1. Sayles, Mary - The Problem Child at Home

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It is a wise provision of nature that permits the individual to continue his emotional and intellectual development as the years advance....Therefore, as the adolescent who is becoming adjusted to life advances

toward the goal of maturity he finds himself more and more in harmony with himself and society than he has ever been before. Society's contribution to his ultimate welfare will come through an effort to understand the close relationship that exists between the conduct of the adolescent and the environment in which he has had to work out his own strivings. The most important aspect of this environment is people, and the most important people are his parents and teachers. It is to these two groups in particular that youth must look for guidance."¹

Anne is a good example of an adolescent girl who has benefited by good parental guidance and who has made a desirable adjustment in life. She is a girl of whom any mother would be proud, is seventeen, and a junior in high school. Her activities show the varied interests of a normal adolescent girl. With her parents and brother she attends church quite regularly and sometimes is a substitute teacher in the primary department of the Sunday School. Sunday afternoon she sometimes goes motoring with her folks or she visits one of several girl friends. She attends school on week days and gets most of her studying completed in the study periods, so that the afternoons are spent at playing tennis, basketball, swimming, or hiking; evenings she spends at home at reading, or listening to the radio. Occasionally she attends some school function or the "movies" with a boy who has paid some attention to her for two years. He has not

1. Thom, Dr. Douglas - Normal Youth and Its Everyday Problems pp. 360,361

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interfered with her powers of concentration, however, and she maintains an average of "B" in her studies. She belongs to the Rainbow Girls and is a very active member, is popular with both boys and girls, dresses well, has poise, is easy to talk with, and is courteous at all times.

I believe that parental guidance is a real art. It is not only physical patience and wisdom that get the desired responses; wise suggestions, persistent guidance, and the most patient instruction need to go hand in hand. Youth does need to express itself; but it needs guidance in that expression. It would seem that this failure of parents to teach self-control early in life is one of the causes of so many high-strung irritable youths. The adolescent girl has needed help from her childhood to prepare her to meet difficult situations.

One author said that from the standpoint of society parents are "social trustees rather than individuals deserving personal pleasure and satisfaction from their own creation."¹ They are responsible to society for their offspring whom they have brought into the world for they (the offspring) must be taught and trained so that they can participate in social living. The home is one institution where the children are guided "through insights and activities to later happiness in social adaption."

1. Wile, Ira S. - The Job of Being a Parent p. 8-20

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One of the ways in which parents can help the girl to acquire some independence is training in the use of money. Since a person learns to do by doing, the girl can learn best how to handle money by having some to handle, and this emphasizes the value of allowances and the opportunities to earn money. Training in the use of money should begin when the child is small for it is important to know not only how to save, but when and how to spend wisely. If the girl is given an allowance she begins to realize the varied uses which money serves whether she is called upon to use it for a birthday gift, the purchase of some article for her own use, or for saving. The girl should be taught that there is pleasure in work and that money is a reward for honest effort. Here is a chance for parents to make the girl feel that she is a functioning part of the home for she can be assigned definite home tasks and be given an allowance for their satisfactory completion because these adolescent girls do not like to ask for every amount of small change needed for school supplies or lunches or little articles they wish to purchase. I think that each adolescent girl should be given an allowance, even though it is small, and that she should be able to make her own decisions as to how to spend it.

As leaders, parents should work and play with youth. Here is the place where they can watch the adolescent

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As leaders, parents should work and play with youth. Here is the place where they can watch the adolescent

girl and see if she is creative, if she shows a genuine interest in her work or in her sports, if she is natural or affected in her attitude and actions, if she can accept defeat as well as victory. By working and playing with the girl the parents' observations are more likely to go unnoticed. Then, too, the spirit of parent and daughter cooperation and a democratic attitude blot out the spirit of the mother not doing something she expects her daughter to do. With this spirit the parent has an excellent chance to build up confidence in the girl and in her future.

In too many homes the mother does all the work and takes all the responsibility in the care of the children. Family conferences share this responsibility and make the other members feel that they are a part of the organization. Team-work on the part of the parents as well as team-work with the children is a benefit to all. "Many hands make light work" is an old principle that can be wisely followed in stimulating a feeling of loyalty and helpfulness in the home.

Respect demands respect. A girl wants to be proud of her home and her parents, so the parents need to have the girl's respect during her childhood, if they would have it during adolescence. Parents must be good examples for their children and they must show in themselves traits they expect to find in their daughters because the more they understand themselves, the more they will be able to

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understand others.

The personality which the adolescent develops for herself - her habits and her mental attitudes - constitute her own particular individuality. This means that conduct, whether it is good or bad, is the reaction of a particular individual to a particular situation in life, and if the individual is to be understood the parents must know the individual's reactions for the purpose of developing them or eliminating them. The girl may help herself through conscious effort to acquire those traits that are socially acceptable. Let her question herself and analyze her own reactions to situations.

Do I control my temper?

Can I be depended upon to do what I promise?

Do I show respect for older people and for persons in authority?

Am I honest with others and with myself?

At social affairs, do I give as well as receive pleasure?

Can I meet people graciously?

Do I give courteous attention when anyone is speaking to me?

Do adults consider my conduct in public satisfactory?

Am I helpful to my friends and schoolmates?

Is my attitude toward boys one that adults will not censure?

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Is my attitude toward boys one that adults will not

condemn?

How well can I concentrate when I study?

Is my reading limited to fiction?

Do I have a study schedule?

Do I respect other people's property?

Do I use my leisure time profitably?

Am I able to get along with people?

Can I work with people?

How well do I obey the rules of the school?

Am I following the rules of personal hygiene?

Am I a coöperative member in my home?

Do I treat my family with the same courtesy that I
do strangers?

Can I make decisions readily?

The correction of undesirable habits and attitudes requires both thoughtful and intelligent effort that may need some assistance and both parents and teachers may help the girl to acquire these important and desirable phases of conduct,

Many vices of well-intentioned parents spring from unrealized origins and although many of these sources are good in themselves in their use, or rather misuse, they have become warped. Parental pride in a girl is the desire of many parents but often the over-ambitious parent attempts to make the girl excel beyond her ability. This shows that such parents are more interested in their own

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Dorothy, a senior in high school, has had all her desires and opinions suppressed by the expressed wishes and plans of her parents; she is a victim to rigid rules that are enforced. If she visits the home of a neighbor or a friend she must be home before nine o'clock; if she attends a school function of any kind she must leave at ten o'clock. Often she does not care to go; it is too humiliating to her to have to leave so early and know that her classmates can stay until the end of the play or dance. Her parents insist that she maintain a high scholastic record and that she live a life that proceeds in clock-work fashion in order to have no interference with her studies. Her decisions are made for her by her parents, she lacks initiative, and she is unable to assume obligations outside the home or to take charge of any committee work in her church. These over-ambitious parents are most anxious for her to win high honors and fail to see that she is sacrificing friendships and the general welfare of the school in doing so. They are depriving her

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not only of the satisfaction that comes from achievement, but also of the opportunities of social development.

The adolescent girl is not a completed human being but one in the making. Before an attempt is made to correct a girl's faults, it is wise to understand what is back of those faults: irritability, restlessness, misunderstanding, nervousness, or self-consciousness. Patience will bring many rewards. She should be given definite tasks to do and the adult should have patience if she stumbles through them at first, and see that she gradually builds up a worthwhile regimen for herself. Dorothy is very self-conscious and nervous, and she is not a good mixer, as one might conclude from the schedule she follows. Her parents fail to see that only one side of her personality is being developed and that other phases of her development are neglected to such an extent that already some of her classmates feel she is "a little peculiar."

If a close tie between parent and youth did not exist during childhood, why should parents expect it to exist during adolescence? On the other hand, experts in each of this training can accomplish much of the work more effectively than the average parent. I have seen a food teacher establish habits of good food selection at the school cafeteria, and a school nurse make the girl conscious of personal hygiene and good looks through both individual

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B. Parent-Youth Relations in a Changing Home

More and more the family seems to be shifting the emphasis of its functions to some outside agencies - the Girl Scouts or the Junior Y. W. C. A. Until quite recently the family had almost the entire direction and guidance of youth. Now, when the youth gets beyond the family walls and seeks a club or other social group, many parents cannot meet the situation that they have allowed to develop. All education seems to be the affair of the public. In fact, it seems to be agreed that much of child culture can be handled better away from home and by experts who have been trained in a specific line of work, and so the home has less and less to do with the actual training. Many of the former activities of the home are undertaken by the nursery school, the kindergarten, the public schools, clubs, playgrounds and other organizations. Those adolescents who do not attach themselves to some of the latter groups become habitues of the "movies", dance halls, or streets.

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and class work in proper hair combing, manicuring, and use of school showers, when parents' arguments and attempts had gone unheeded. But the average parent still has much to do, for there is the decision of where to go to school and which club to join, and of teaching the adolescent to control and direct her own affairs. Guidance is always desirable, but during adolescence it is especially needed. Such guidance should be a cooperative affair in which a girl and her parents work together to attain desirable ends. She can best acquire this trait through actual practice.

Pauline was not promoted at the end of her junior year in high school. She was so chagrined about her failure that her mother placed her in a private school. She seemed to get along quite well with both the instructors and the girls but she was so homesick that she ran away. She missed her mother - her good-night kiss, her decisions, her suggestions, and her help as mediator in any discussion. Her mother's letters which arrived regularly every other day did not compensate for the losses Pauline felt. Her mother had shielded her all through life and it continued. Pauline was not returned to the school. Her mother had surrounded her with so much solicitude that the girl was dependent on her for it and she could ^{not} adjust herself to the sudden change in her life. Such a protective attitude kept the girl from being dependent on herself and

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from meeting realities; instead her mother was helping her to evade them. She was still a little girl who must have her mother with her continually. It is an illustration of "too much mothering", and an immaturity due not to limitations of an intellectual nature but to lack of resourceful methods of discipline.

Adolescence means that some childish traits and habits should be relinquished. The strong attachment to parents, who have been protective by surrounding a girl with a comfortable home where no effort has to be made by her, often develops a submission on her part and a domination on the part of the parents. Pauline was homesick - a mental sickness that incapacitated her for activities away from home.

The family is emerging gradually from its old routine activities centered within itself and beginning to realize that it is no longer a detached social group but a part of a larger society, and that parents must understand each other's attitude toward their adolescent daughter, and that parents and children must understand each other. Many homes are not able to cope with the outside activities that develop. Basketball, Campfire Girls, Girl Scouts, as well as numerous clubs of varied types offer strong competition with the home. Outside agencies seem to have grasped the opportunity of further supplementing the family activities and have taken up responsibilities from

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which many parents were probably glad to escape. Thus have come about an increasing number of girls' clubs and an increased number of school activities. There seems to be a rather current opinion that parents don't know how to bring up their children, and that they can't learn. Parents who are prone to shift responsibility anyway, accept this opinion and let the agencies, clubs, or public groups take this shifted responsibility.

What will be the result if this continues? It seems to me that youth will be weaned from the home, the home will lose its discipline and authority, and that an undesirable emotional life will be developed because such youth will have been subjected to an incomplete home life and a school life that must be somewhat impersonal. Such leisure time groups should supplement the home, but there is the danger that they will over-balance the home.

The adolescent should not be thrust suddenly from the home nor should she be held in domination by either or both of her parents; her dependence on herself should be a gradual process. The parents should make use of outside agencies when they can see that the girl will derive benefit from them or when they recognize that they offer something worthwhile that the home cannot give her. Of course, this is a real achievement and calls for an insight on the part of the parents and one in which they may need help or training but such an achievement would

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strengthen the home and at the same time it would place outside agencies in a proper relation to the home.

This present age is one of restlessness; everyone is on the move. Fathers, and often mothers, have work that takes them from the home during the day; clubs, activities in the community, and often amusements call them away from the family circle in the evening. No longer does youth want to stay home; outside pleasures attract. The absence of the parents from family groups tends to widen the breach between parents and youth. Adolescence is a period when youth questions authority and reasons for obedience. What has before been taken for granted, she wishes to know about now. If there is a breach between parents and their adolescent girl, it will probably widen. She needs a home where there is something going on, where worthwhile things are being done, where she can relax if she wants to, where she can have some privacy - a room of her own, or at least a desk where she can keep some of her treasures.

The attitude of the parents toward the adolescent girl is one of the most important and determinant factors in her life because her parents are close to her and many of her problems are created by her environment. Therefore, the parents should approach these problems objectively and benefit by the information at hand. They can help the girl to overcome self-consciousness by emphasizing her assets and sublimating her liabilities, by assuaging

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some of the cruelties of teasing, by helping her to realize the part that bodily health plays and aiding her in keeping and improving such health and strength as she has.

The function of the parent as a teacher is one of his most significant duties since he helps the child to become an emotionally balanced contributing member of society. The need of help and instruction for the parent has been recognized so that today there are clinics, classes for instruction, pamphlets and books, and lectures, all of which will aid the parent toward a solution of some problem.

Much of the trouble that parents find in their dealing with the adolescent girl is the direct result of mismanagement and the failure, early in her life, to instil self-control and establish a just and reasonable discipline and respect. Perhaps the so-called declining influence of the home is due, not to the fact that the girl is deserting the home during her leisure time, but that the parents are neglecting to establish a rendezvous there. Parents, no matter how normal their children are, should make themselves familiar with available material which will help them to understand their children and guide them through the difficult period of adolescence. This means that there is a mutual love within the family, that the parents assume an intelligent responsibility for the adolescent's

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physical, mental, moral, and spiritual development, her friendships, and the atmosphere of the home.

The parents can make a permanent contribution to the happiness of the girl by helping her to acquire the right attitudes and habits toward life so that she will become more self-reliant and dependent upon herself for her pleasures and satisfactions in life.

When a parent is absent, the adolescent girl may become nervous, irritable, or even rebellious and resentful. With the loss of one parent in the home, she may try to double the bond between the remaining parent and herself. It is a period when impressions made often remain.

Louise, whose parents were divorced, was very attractive and was an excellent student. She had been brought up with very little discipline; her parents had been over-indulgent, and had permitted her to select her own friends, her clothes, and her amusements. At eighteen she was living with her mother and she took great delight in humiliating her or in being very ill-treated. She seemed to have been able to get along at school without any difficulty until her senior year when she was left out of practically all of the social functions at school. She became resentful, but at the same time, she seemed very much ashamed of her past

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C. Effects of the Home on the Girl

Trouble in any family is upsetting to its members, but when there is trouble between the parents the adolescent is especially conscious of it. She must receive effects that seldom will be made right. Estrangement between the father and mother means that she is missing something of family membership at a critical time in her life. Then, too, it is possible that one parent's resentment of the other's activities may be vented on this adolescent girl. She may become nervous, irritable, or even rebellious and resentful. With the loss of one parent in the home, she may try to double the bond between the remaining parent and herself. It is a period when impressions once made often remain.

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manners. She blamed her mother for her ignorance of table manners and the social courtesies that other girls were able to use and of which she had very little knowledge. Of course, there was a definite emotional conflict, for her standards were not compatible with those of the world in which she lived. Her social status and her codes created through her family life and lack of family obligations had handicapped her.

There can be no doubt that too much discipline with its many restrictions must affect the girl's personality; but so does cruel and unjust treatment. The adolescent girl is sensitive and she feels her punishment much more than a younger girl and she feels her guilt more deeply. She would like to be in "the good graces" of her parents again; but perhaps they demand an excessive price that she feels she can not meet. Then, too, many parents take such an opportunity for many lectures on love of parents, home, and of duty. Discipline must be maintained in the family, but there should be unbiased and just decisions in accordance with good reason and judgment that both the girl and parents understand; but they should not be tainted with humiliation for the girl or with unjust ridicule.

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If the interrelationships of the family are built on a cooperative basis there will be a spirit of "give and take". Trivial annoyances will go unnoticed and if

it is possible the parent will try to direct the adolescent's mind into another channel of thought instead of making an issue of a very minor affair. If such a family proceeded on the theory that anyone may make a mistake but each member is doing the best he can, it follows that when an error is discovered the member responsible will do his best to rectify it. This requires that all members live up to the rules of fair dealing. If family consultations were held each member could speak his mind or offer suggestions and unfair division of duties and any discriminations might be discussed.

Since the adolescent girl is sensitive, she is rather highly emotional. She is easily embarrassed. Teasing her publicly may be resented as an offense to her dignity or personality. Both parents and youth are jealous of their rights and many times the adolescent girl feels injured because her rights have been usurped by some other member of the family or her opinion has been disregarded altogether. Curtailing her freedom or lack of understanding her desires leaves its imprint. Such injustices remain on her mind.

Mildred had come to feel that the entire family life was revolving about a twin sister who was getting exceptionally high marks in her sophomore year while Mildred was struggling to pass. Time, affection, and money were given to the sister and Mildred drew away

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from all members of the family. The mother said that Mildred had never been a good student and always somewhat "difficult" while of late she had lost no opportunity in humiliating her family. It was revealed that Mildred was jealous of her sister and the attention given her, and apparently with good reason. Adolescents who find conflicts in life find expression in annoying conduct or in relations with someone outside the home. Mildred sought the friendship of some teachers in return. Finally a bit of praise, a little personal interest, and then some personal confidences revealed this feeling of inferiority that she had developed. Tests by a psychiatrist showed a mental capacity of high average, however. The teacher who helped Mildred aided her by pointing out the assets she had - her strong physique, her good health, her mental capacity and her really likeable personality traits.

Emotional conflicts are the cause of many asocial attitudes and are the reaction of the girl to the situations that have troubled her. Such conflicts are the key to many conduct problems. The girl may not state her dissatisfaction verbally, but her emotional reactions speak that dissatisfaction. She is likely to get far away from her parents and enjoy the solitude of her own thoughts. Too large or too difficult a task may be the beginning of an inferiority complex and produce a hesitancy in beginning another problem and an

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emotional depression may be the result. Whenever she experiences an emotional conflict there is probably some modification in her visible conduct.

Such conflicts are so varied that it is almost impossible to classify them. They may be caused by some economic or social situation that has arisen in the life of the individual and which seems a little too difficult for her to meet. The results of these emotional conflicts are often a conduct or attitude that is foreign to the standards and ideals of the individual and are intensified by a complex environment which sets up social obligations and responsibilities.

The individuals who have not been able to meet the demands of their environment are not doomed as failures; rather, they must be given more time to adjust themselves and, like Mildred, they may need more help if occasional unhappy periods arise.

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Part II - The Girl at School

A. The Role of the Teacher

The aim of education, with the adolescent girl, is to help her to find herself. Besides this self-understanding the teacher should aid her toward self-mastery so that one desirable emotion is not over-developed and another under-developed, and also to help her to attain self-coordination. Effective home training is evident when the girls who have had such training reach school. But some girls who are not fortunate in having such training need more help and guidance. It is true that the efficient teacher will step in and carry on the work from that point at which the home influence stops. Such guidance is a difficult problem, especially in knowing where and when to interfere with the adolescent girl's initiative and where to encourage it. When the adolescent girl enters high school she is gradually weaned from many of the home activities. She finds herself conscious of her personality or lack of it. This is inevitably the outgrowth of our educational process because in our present-day high schools she finds herself an individual and apart from the rest of the group. She must make decisions on courses, on choices of clubs, and the like. It is a time that is very important in the development of the adolescent's philosophy. Many new mental activities are developed and many new interests are added. It is a

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time when she needs help in her search for "self-expression" and freedom. This does not mean that the girl should not be opposed, that the teacher's discipline should be abandoned or that age and experience should be disregarded; rather, it means that she should be given freedom for her individual development insofar as it is consistent with the welfare of the society of which she is a part. Self-control is one aim and self-expression is one of the best means of attaining it. Again, the teacher is very important in her role as a model, because the girl takes for a guide the character of those adults with whom she comes in contact or whom she admires. It is not long before she will be her own sole authority and she should have a purpose and a goal for whatever she does.

Injustice should not have a part in the discipline at this time; it leaves its imprint for all time perhaps. When it is necessary to discipline the girl, it will be well for the adult to pause and analyze the situation and ask if it has arisen from a personal affront or because a decision has been questioned; then permanent results and not slavish submission should be sought. The aim of discipline is to effect such direction of the girl as will carry her through both physical and moral crises, on to self-mastery and good citizenship. The girl should become a self-controlled individual who can think, feel, and act for herself as well as cooperate with other

time when she needs help in her search for "self-expression" and freedom. This does not mean that the girl should not be opposed, that the teacher's discipline should be abandoned or that age and experience should be disregarded; rather, it means that she should be given freedom for her individual development insofar as it is consistent with the welfare of the society of which she is a part. Self-control is one aim and self-expression is one of the best means of attaining it. Again, the teacher is very important in her role as a model, because the girl takes for a guide the character of those adults with whom she comes in contact or whom she admires. It is not long before she will be her own sole authority and she should have a purpose and a goal for whatever she does.

Discipline should not have a part in the discipline at this time; it leaves its imprint for all time perhaps. When it is necessary to discipline the girl, it will be well for the adult to pause and analyze the situation and ask if it has arisen from a personal effort or because a decision has been questioned; then permanent results and not slavish submission should be sought. The aim of discipline is to effect such direction of the girl as will carry her through both physical and moral crises, to self-mastery and good citizenship. The girl should become a self-controlled individual who can think, feel, and act for herself as well as cooperate with other

citizens. Most adolescent girls are willing to acknowledge the need of punishment when it really exists, I have found. She resents a criticism that she feels is unjust or unfair, but she will admit guilt if it is clear-cut and definite, and will accept correction, although sometimes she will resent being disciplined for an error that was due to a misunderstanding or that was unintentional.

The teacher must live up to the code established for the girl - a square deal with its accompanying standards and ideals. She (the teacher) should listen to the requests, the ideas, the points of view of the adolescent girl; then she should ably guide the girl as her ability and experience tell her is best. There are some qualities in teachers that are highly valued. The adolescent girl is sensitive to the personalities of older people and because of this the teacher should possess a personal interest in her, but such interest must be dignified and genuine. The girl admires scholarly ability, ready decisions, good order and discipline, poise and kindness, and the absence of affectation, sarcasm and sentimentality.

Mary was sixteen, a very good student, but one who lacked a sense of responsibility and who had little system in her plan of work. In the school corridors she was often rather boisterous and at times thoughtless.

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Mary was sixteen, a very good student, but one who

lacked a sense of responsibility and who had little system in her plan of work. In the school corridors she was often rather belated and at times thoughtless.

Most of her teachers felt that she was lazy and could do better work if she wanted to. Finally she was placed in the school library and each day she was given some definite routine tasks for which was responsible. These tasks varied each day. At the end of the first semester she had mastered most of the simple routine of the library, and much of her boisterousness was gone; but more than that, the easy access to the books had stimulated her interest in her studies so that she stood among the best students in her class. And this was accomplished in additions to the library work for which she was still responsible. Her adolescent instability and irresponsibility disappeared with the establishment of a vocational and a definitely planned routine.

The teacher is not only a guide who can carry on her work wherever the parents may see fit to stop but she is also an educator elected by the community to train the girl's mind. The best teacher will aim at moulding the mind as far as she is competent and informed. Some form of teaching must be found which will include all girls and carry each so far as the capacity of each allows, into the intellectual inheritance of the world's civilization. There is the desire to have the girl acquire power and knowledge gradually and to be aware of the conditions and life of today. Both surface grace and mastery of knowledge are necessary for real culture - an intellectual

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grace as well as an intellectual power. The teacher will choose subjects that require real effort and strict attention. For this reason, art can be utilized not only as an expression of creative imagination but also as an aid to personality integration. It is valuable because it gives an opportunity for self-criticism, and often creates a desire for better results much better than the criticism of a teacher can; and so into our extra-curricular activities has entered a variety of interests and hobbies— weaving, leather work, etching, lithographing, metal work and photography. Brooks states that in the high schools the methods of teaching should provide organization and presentation of such materials as will challenge the best effort of each; it should stimulate an interest along special lines. Gradually the adolescent will be thrown upon his own resources so that he can finally draw his own conclusions and defend them. It means an individualizing of instruction in the high school as much as in the elementary school. "Even more valuable, however, is the training which the high-school pupil may thus derive in learning to analyze his own problems, and to discover and correct his own errors; for thus is he schooled in independent self-direction and guidance."¹ Thus although the teacher is elected to train the child's mind, this implies much more than the training of a half century ago would have included. No longer is a question—

1. Brooks, Fowler - The Psychology of Adolescence p. 609

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answer method as applied to the academic subjects sufficient.

Youth likes to produce; she likes to attempt new things. It is normal to want to turn these desires into reality. Wise parents and teachers will direct inquiring youth into creative channels. They will help the youth to attain reality - to translate ideas into reality and thought into action. The teacher has an advantage in being able to weave in a clever manner into her teaching much that will be seed for some girl in the class. Encouragement in choosing a vocation, or the selection of a college, or a decision to go to work belong here. Any one of these will help in self-assertion.

The emphasis on dramatics in clubs and in many schools has helped to develop self-expression. There is often a chance for the girl to live a part that perhaps she has not dared to live in real life and it may be the beginning of confidence in herself. Certainly, it provides material for her imagination. There is opportunity for musical work in many of our schools, too. The teacher in whom a girl feels free to confide may learn that she is longing to play some musical instrument or sing. At very small cost, class lessons may be had and perhaps the chance to use a school instrument in some of our high schools. Literature, too, offers a world of experience. Libraries make it possible to share experiences of others

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and books can lead the girl to adventure and romance, argument and ideals, travel and fancy - where she can go on endlessly, for creative effort must take the place of mere dreaming.

How may the girl become creative and enrich her own life? Most certainly drama, literature, music and an ability to find some recreation for herself must open up new worlds to the average adolescent girl. Her mind is not only creative, but speculative. She likes to exchange ideas with others of her own age, and also with adults. She is interested in history, in the origin of mankind, in nature, and adventure. Why not encourage these lines of thought and really direct any day-dreaming? It might possibly result in developing a line of study or in finding a vocation.

The present crisis had brought a leisure as well as an economic privation where heretofore there has been a trend toward spending more money upon leisure. Both the size and number of parks and playgrounds have increased, golf links and tennis courts have been built for the public and other forms of out-of-door sports encouraged. In times like the present conditions must be changed. There is bound to be less travel, less attendance at theatres and "movies" and less golf and tennis when it means expense of any considerable amount. However, we still have our public libraries with their large supply of reading, public

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and private museums open to visitors and art galleries that hold many treasures - all of which do not cost money and do not affect the quality of leisure. It would almost seem that the increase of leisure time were of more significance than the decrease in the budget for the three responsibilities that we have for the adolescent girl are socialized citizenship, enriched leisure, and personal adjustment. Very often it is a teacher who can interest the girl in some activity or sport, and who can bring her in contact with others who have similar interests.

Often the instability and enthusiasm in the adolescent urges her to share her ideas with a teacher. It is then that the teacher has one of her best opportunities to guide these creative endeavors along the right line. For if the adolescent girl will share her enthusiasms and inner longings with a teacher, that teacher may be proud in feeling that she has the girl's confidence.

Very often the teacher is an inspirational influence to the girl. She may urge her to continue her studies and enter a profession; she may place her in school groups where her leadership will be developed; she may bring to her attention definite little acts that will arouse a desire that is born either of curiosity or interest. I think that with the adolescent there should not be too much inspirational teaching unless it is accompanied by some related action. "The high school age is marked by

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active devotion to ideals, and by the conscious selection of traits to imitate, " says Professor Groves. It is at this period when conscious ideals can be established.

I quote from "Understanding the Adolescent Girl" by Elliott the following: "Ideals have always been considered the stuff out of which life is enriched; but to the extent which ideals are an incentive in the enrichment of a girl's life is dependent upon the extent to which her experience gives her the material out of which worthy ideals may be built. Often, a worthy aim or a high ideal is supposed to have almost magic power to remake conduct, or to give dynamic and 'inspiration' to effort. Perhaps just as often this same kind of good seems to mark the failure of the individual to attain it, and to be a constant reminder of her inadequacy or lack of will. Sometimes the ideal is the center around which life is rallied and its conflicting elements unified; sometimes it is the substitute for effort, in that its unattainableness is a spur to nothing more real than phantasy or abstract devotion.... To see only the immediate is to run the risk of being caught in unproductive detail; to see only the distant is to be ineffective in the process of effecting change...The difference in effectiveness lies in the degree to which the distant goal is related to the more immediate steps for its achievement."¹

1. Elliott, Grace - Understanding the Adolescent Girl
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B. Pupil-Teacher Relations

During adolescence the girl becomes weaned gradually from her former family associations as she finds more recreation and companions of her own choosing outside the home. Choice of courses of study or subjects helps her to feel a little independence. With this gradual weaning often comes a seeming transfer of love from her parents to some teacher. The wise parent will accept this situation where an unwise parent might exhibit jealousy or envy. The girl seems to get along better with some teacher than she does with her mother. It is here that both parents and teachers must make the best of such situations and indirectly manage them as well as possible.

Hazel was a freshman with more than average ability but was not keeping up to her high standard of work at school. She was very demonstrative in her affection for a senior and brought her gifts of expensive candies, notebook covers on which her initials were stamped in gold, and flowers. A conference with her disclosed that she had recently lost her father for whom she had had a very great affection. The senior was given another study room assignment, one that did not coincide with the section of the building where Hazel was, and her luncheon schedule was modified. Hazel's reactions were not those of most girls, for she was not hurt emotionally but im-

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mediately showed as much affection for one of her teachers who was quite displeased with the attention and did not offer to help her at all. A second instructor sensed the situation with its difficulty and made arrangements for Hazel to be included in several group activities where the group members varied. A schedule of activities was planned and carefully followed. At the end of her sophomore year she had made many good friends and was showing no extreme affection for any one. This second teacher after much questioning, had discovered that Hazel was seeking an affection and emotional satisfaction which were not supplied adequately in her home.

The adolescent girl craves a special friend, one with whom she can share her affection and interests. If she fails to get the approval or attention of this friend she suffers and may compare herself, to her own detriment, with a classmate who has won approval even to arriving at the conclusion that she is inferior. This chosen friend may represent qualities which the girl admires or never has had. So the teacher can become a vital factor in such a friendship if she herself does not cultivate it for her own selfish interests. "Crushes" on teachers are common and need to be recognized and handled with skill. I say with Miss Hollingworth, "A matter-of-fact attitude is most therapeutic."¹

1. Hollingworth, Leta - The Psychology of the Adolescent
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The girl's love for an older or more mature person is a normal part of the process, a sort of homosexual stage, in weaning herself from her family, and a step toward attaining an independence of her own. The older person can be constructive for she has the temporary security which the girl needs. She must help the girl to need her less and less until she (the girl) leaves the adolescent affection for a normal sex adjustment in her affection for someone of the opposite sex.

"Bobbie" was an attractive girl of fourteen. Her parents were well-to-do and had travelled a great deal, in fact so much so that she had had no chance to have a real pal. From the time she was a small girl she had been told not to enter into strenuous sports "because it was not lady-like and she had a bad heart". Consequently this "bad heart" became an excuse for anything that she didn't want to do. When she was fourteen her parents separated and her mother settled in a town where there was ^a₁ high school whose educational standards were high and where definite social demands were made on every student. For a time Bobbie was completely at a loss to know how to meet these requirements. Her disrupted school work and lack of opportunity to make any lasting friendships had left her unfitted for making a place for herself in such a school system and her adjustment to school conditions was very slow. It was the personal interest of one teacher who

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led "Bobbie" into one social group and helped her to take her place there.

Very often a cooperative partnership can accomplish a great deal. A sort of senior partner bridges a gap that often exists, and allows the teacher to get closer to the girl for she can offer the girl a truer sympathy and understanding. A student not long ago remarked to me, "I like Miss----(the foods teacher). She works right with us. She is so nice about it that you don't mind doing whatever she asks you. But Miss----. Oh, oh! She tells you to read a recipe and follow the directions. Would she help you? I should say not. She can find fault, though, if anything goes wrong." What is the result? The first teacher shows a real interest in their problems and without any prying, she learns much about their personal affairs, financial conditions, group attitudes and desires. She respects their confidence and they have faith in her suggestions or advice. The second teacher learns almost nothing.

Eleanor, who was eighteen, was considered immature by her teachers. She delighted in playing childish pranks on girls in her class, seemed somewhat erratic and lacked emotional control during recitations and tried to attract the attention of other students by making a remark out of turn or doing something that was quite ridiculous; her one

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real interest was the Girl Scouts and very often she wore her uniform to school. During the luncheon hour in the cafeteria she talked incessantly. Although a psychiatrist rated her mental capacity as low average her activities, her companions, and her general attitude were on a level much below her mental age. It was discovered that some of this was due to too much mothering and to lack of some form of forceful discipline; she often "showed off" at home and her parents were amused. Added to this was the fact that she had found satisfaction from recreation of lower levels than those of most girls of her age and so did not try to keep up with life on a level that was near that of her mental age, probably because of the struggle that was necessary. The consciousness of what was expected of her and what she was doing caused a conflict that was not overcome entirely before she left the school.

The school has the difficult task of building youth into members of society and into members who will be in harmony with a society of the future. Through social activities and recreation the girl will learn best how to get along with members of a group and many times can get valuable exercise besides. High school clubs, dances, assemblies, and other extra-curricular activities have desirable possibilities. More important, perhaps, is the fact that many of these activities do not die out with graduation from the high school. Student-participation

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very often is carried further by civic-participation in her own community. A teacher-advisor should be selected for her qualities of leadership, understanding of the adolescent, guidance, and sympathy for adolescence is a time when the girl is ready to use her initiative and do something. The teacher needs to apply careful direction so that such activities will be worthwhile and harmless. She should help the girl find self-expression, joy, and freedom, insofar as it is consistent with human society. There was a time when the teacher was a person set apart from the students; her right to authority and the information she imparted were not questioned but were accepted "in toto". Today she encourages the adolescent to express her questioning mind, to engage in honest thinking, and to make decisions for herself. The teacher's active part in school sports and extra-curricular activities has drawn her more closely to the girl so that she can see what kinds of social contacts the girl makes and what her attitude is toward those who are directing the activities; she has a personal interest in each girl and gains a knowledge of some of her home problems. From all this she considers what is the best course of study, which activities are desired by the girl and will benefit her in some manner, and what ambitions the girl has. The teacher today wins the girl's respect and confidence because of some specific knowledge she may possess perhaps, but more often it is

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because that teacher has taken care of some particular need of the girl's, or has expressed genuine sympathy at the time of trouble, or has shown real interest in some achievement or some personal pursuit. "When school is permeated with beauty for its own sake, created and maintained by the student body, it becomes a life of harmony, proportion, sincerity, and happiness. Pupils' song and piano recitals are then occasions when attention is concentrated, not on pupils who are singing and playing, but, where it should be, on the beauty of the music--When plays are given, the play is thought about and enjoyed as well as the acting which can become freer and more filled with imagination when released from self-consciousness."¹

The teacher holds a key position in the development of the adolescent girl, and consciously or unconsciously she influences her growth. Although the most powerful factor in the girl's growth is her relations with her parents, the atmosphere of the schoolroom contributes very much to her social and emotional sphere. If the school relationship is wholesome the girl should acquire a trustfulness, a sociability, some social security, and

obedience. On the other hand, if the teacher creates an atmosphere that is charged with tenseness and inconsistent methods and demands the girl may acquire a sense of social insecurity, defiance, or perplexity. The sympathetic teacher who has an appreciation of the importance of

1. Blake, Mabelle - The Education of the Modern Girl
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such personality factors will detect symptoms in the girl who is maladjusted at home or school. She spends such a large proportion of her time at school that if there is a faulty home life the school may offer some compensation through a stabilizing influence, and a secure and cheerful atmosphere. Through encouragement rather than compulsion, through praise rather than reprimand, through some success rather than failure, the girl gradually attains her philosophy of life. All these methods are strengthened or weakened by the pupil-teacher relations and in the contacts through these relations the teacher has her chance for either constructive or destructive mental hygiene.

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C. Effects of the School on the Girl

In the schools today there is more or less emphasis placed on preparing the girl for adult life because she has to plan for independence as well as the boy. She makes a preliminary choice concerning her intended vocation and career; she accepts the school as an institute where she can develop social contacts. From this point of view she takes to school kindly. She has a chance to mingle with others of her own age, compare or contrast herself with them, and analyze herself. Such contacts may help her to attain some small office or position that she covets.

I think that the average girl rather favors school as an organized competitive scheme. There are social activities, athletics, and contests as well as the regular studies that call for keen competition and rivalry. She has to learn to lose with grace as well as to win; she must be a partner to fair play if she would enter the field of good sportsmanship.

The school certainly increases her intellectual outlook but to what extent she feels this I hesitate to say. I think she would agree that it increased her knowledge and understanding, and possibly prepared the way if she entered a higher institution.

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The school demands of a girl more than many a home does. She feels its power and strength and so she complies. It is perhaps because of this that she feels that

part of the school routine must be followed and therefore it is distasteful and disagreeable. She can hardly look upon it as an institution for character development and cultural training. It is something that must be endured.

This feeling of over-powering strength and demands may cause the girl to feel a discouragement and inability to cope with the average high school regime. It may arouse a feeling of inability and inadequacy. Confusion and discouragement come easily to the adolescent. The teacher should be always alert to such a situation. Her responsibility is real because the girl spends such a large part of her time in school. There is the tendency at this age for the girl to feel that she is misunderstood. Concerning this Prof. Brooks says, "The youth needs and is entitled to receive from his adult world, especially from parents and teachers, that sympathetic understanding and cordial comradeship necessary to establish a bond of trust and confidence between them. Then only can the adult be effective in leading him to face facts candidly, appraise them critically, strip them of their unwholesome emotional import, and thus secure poise and balance through giving them their proper place in his total life activities."¹

The consequences of this feeling of inadequacy and inequality are only just beginning to be realized. All such considerations point to the necessity of the school becoming a place where the treatment will be impartial and

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The consequences of this feeling of inadequacy and inequality are only just beginning to be realized. All such considerations point to the necessity of the school becoming a place where the treatment will be impartial and

where each pupil can be placed with those who are, by tested measurements, her equals.

A. Need of Cooperation of Parents and Teachers

The school, next to the home, is the most important factor in the girl's life. Since a large part of her time is spent in school or on school activities, it affects much of her life in her home. There is a need of complete understanding between the parents and teachers, especially in decisions that are rendered. The parents need to know the aims and the requirements of the school, and the teacher must know the home conditions under which the pupil must work. Many school difficulties of adolescents are magnified by bad home conditions. Some parents are over-indulgent, and anticipate the child's every wish and action. Others, in contrast, are unsympathetic, or hard and unjust. A proper home allows plenty of freedom and gives her responsibility adequate to her needs. This contrast is shown especially in the manner in which so-called "home projects" assigned to the girls in our vocational schools are carried out. This work is assigned with the purpose of having the girl herself, so at home under her own home conditions definite work, the foundation of which she learned at school. Some homes cooperate splendidly and send in the required report signed by the mother, and often a request to be of any further help. Some parents overlook the entire problem and ignore any explanation sent by the school. In still other homes the

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Part III. School and Home Relations

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mothers do the work, in whole or in part, and send in a signed report which would signify that the daughter had done the work. Such parents as are found in the last home, must be harmful to the daughter there for the parent's deceit is obvious and the girl is credited with work that she did not do, and occasionally work that she could not do. Parents and teachers can cooperate in selecting activities, assigning work that is proportionate to ability, and seeing to it that it is carried through successfully. If the teacher understands the home, many times she can plan the girl's work accordingly, or even aid in planning a program so that the girl will have some definite time for recreation.

Both the parent and the teacher exert a tremendous influence in character-building. They meet many problems cases and many different types of personalities in the adolescent girl. Again, the cooperation of home and school is necessary in order to help this adolescent girl make any necessary adjustments. There is the need to help her face facts and think honestly, rather than to place the blame on someone else, avoid an unpleasant situation, or to perform some task that is distasteful. Both of these adults can help the day-dreamer to accomplish some real task and make definite decisions. The art of leading the quiet, thoughtful introvert to express herself and become a part of the group is where the real guidance is needed, too.

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In contrast, the exuberant egotist needs to be taught a little thoughtful deliberation and to have her high-self-esteem put on an honest factual basis so that good judgment will become one of her assets. There is the general need to weed out undesirable traits and emotions and supplant them with reactions and habits that are desirable.

There are many ways of helping the adolescent girl to solve her personal problems. Many times the girl who shows little or no initiative at school has not had a chance to develop any at home. Does this girl have definite household duties for which she is responsible? Does she have a system to her work or is it a hit-or-miss method? Does she have a definite place and time for her studying? Is there a faith in her ability? Or, is the parental idea one of "Let me do it; I can do it faster. You make me nervous, you're so slow?" There must be confidence in her ability. Very often cooperation in duties or tasks will gain the desired result, but I think this cooperation should come from suggestion on the girl's part, rather than command from the parent.

It is with these ideas in mind that these so-called home projects are assigned after a personal conference with each student. Their purpose is to give practical guidance and help in their home duties, to work out definite managerial problems, to maintain standards of living with reduced incomes, to aid the girl in assuming more responsi-

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bility in the home and to create greater interest in home life and family relationships. Such projects would include:

Budgeting the actual family income.

Planning and serving adequate meals on a limited allowance.

Definite tasks in the care of younger children, such as planning and preparing the meals or laundering the clothes.

Reorganizing the household routine.

The making of clothing for a younger child
(planning, purchasing, and making)

Care and repair of personal clothing.

Parents should have a definite understanding about the amount of freedom given to the daughter. Such an understanding prevents any argument or conflict of "cans" and "can not's" in the presence of the girl. They should encourage independence by a gradual steady process. She (the girl) can plan her own time; she finds her friends outside her home; her parents meet and urge her association with boys of her own age. Too much assertion on the part of the parents might have an opposite effect on the girl and keep her afraid of making her own decisions and thus result in a dependence, rather than a desirable independence.

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B. Relations of School and Home in Relation to the Girl

A teacher's knowledge of home conditions can very often aid her in understanding much of the girl's attitude and response to school work. If she has many household duties required daily of her, if she is not allowed to go out evenings, if boys as friends are forbidden, if no consideration is given to her suggestions or ideas, such home conditions must become evident in some manner in her school activities. There may not be time allowed for her to do her studying, or conditions in the home may be such that it is almost impossible to accomplish any real studying. If the home is small and family large there is little room where the girl can concentrate for any length of time. Certainly, it would not lend itself to ideal conditions for quiet and study.

The vocational schools in Massachusetts have gone a long way in solving this problem and have brought the home and school into closer relations. The school requires a certain amount of home project work done. This means that a girl has to do in her home, with her equipment and special conditions there, some problem that involves the teaching she has had at school. The teacher visits the home of each group of students assigned to her and judges how well she has been able to adapt her problem. If the teacher knows the particular home conditions of a student she will assign that girl problems that will meet the needs of that

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particular home. In such visits she sees not only the home, but the mother or older sister in charge. She can explain the purpose of the work and why it was assigned. Sometimes she is able to get a suggestion from a mother. For example, the girl attending school may not need a new coat but a younger sister may. When the coat problem in the clothing work arrives it can easily be changed to fit the need. The school places many of its students in positions for the summer. Very often a mother will say that she is not willing for her daughter to be away from home or that her daughter has been interested in some particular work in which the teacher hadn't the least idea she had an interest. Then, too, such visits often get cooperation from the home, and most parents are willing to follow suggestions from the school.

Margery was eighteen and a senior in high school, where her mother had persuaded the principal to allow Margery to include some work in home economics in her program. In the class in clothing work there had been a discussion of the best types of line and color for each girl, the most suitable materials for certain patterns, and the approximate cost of the necessary materials. Samples of such materials were brought into class so that the instructor could help the girl in her selection in relation to the pattern to be used. The girl was to carry through the entire problem, from the purchasing of materials to the

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finishing of the garment. When Margery approached her mother with the problem, the mother accompanied Margery to a department store in the city and purchased the material and pattern with the passing remark, "I think that will be pretty for you, don't you?"

The teacher's work was futile; Margery had had no part in the problem. Her mother had contributed to her need of and dependence upon her, and had prevented her developing into a mature and independent girl. This mother has crippled the girl emotionally because she has made Margery's decisions for her and she did not see that she had prevented Margery from making a place for herself in this complex busy world, for Margery, at her age, should have been capable of making such decisions as this situation demanded of her. Instead, Margery and her mother are an example of old habits and modern ways conflicting.

There must be some understanding of the girl's personality and her personal problems. This must be an understanding by both the parents and teacher. The home life of the girl makes a deep impression on her and she looks to her parents for guidance through difficulties. Such parents as can be depended upon for this guidance build a bond in that family and lay the foundation for assuming responsibility. The teacher should further this practice at school in the assignments given. But--the girl should feel free to approach either her parents or her teacher,

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or both, with any problems that may arise. Whomever she approaches should help her to meet life and its situations squarely. It is the way that she meets these problems that shape her development. All of us are seeking harmony with society and at the same time, a security. If a girl doesn't feel free to talk frankly about her problems it may be that she will seek to satisfy her questioning and disturbed mind from some other source. She may try to prove to herself that she can do something, or that she can attain some goal, or that she can gain possession of some coveted article in some manner. If the home and school cooperate, where one fails the other may succeed. Where the one is unable to get the confidence of the girl and thereby possibly find the cause, the other may gain part or all.

If the girl is to have a normal all-round development she needs to be able to mingle socially with young folks of her own age. Some have not come from backgrounds where they are accustomed to little social festivities and hesitate to take part. Others just have not the ability to take advantage of such benefits. It is within such groups that the adult can guide the making of many friendships. She can help her to meet and entertain such friends and perhaps make her feel a little more at ease at a tea for the faculty and to show some enthusiasm at school sports.

The late adolescent girl should be trained to help others even though this may constitute but a very minor

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form of leadership. It will help her to pull herself toward reality and possibly help her to attain some goal. This means she must be able to work out her own simple problems and it will help her to make better judgment of another's problems. This responsibility in club or community work often brings out other qualities that have been hidden before. Such work should develop some freedom and courage which would help her to adjust herself to ever-changing conditions. It seems to me that these girls develop a certain amount of discrimination in performing such tasks. They select some girls definitely for some work. They assign groups that are harmonious. They see to it that the shy girl is included in a group that will help her and work with her. If the girl has adequate social activities she feels herself an active part of that community.

Then, too, when there is an attempt on the part of an adult to aid some adolescent in developing leadership, the adult must assume the responsibility, at least temporarily, for the girl is unskilled and immature. In this way the adult has opportunity to promote leadership as fast as the girl can assume it.

And what is the purpose of developing social and community relations in the adolescent? With the many groups to which the girl may attach herself, it is our aim to have her become part of such groups as will be social, moral, and beneficial. Otherwise, she may seek cliques of

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her own that will be less desirable, or even undesirable. For it is during adolescence that many influences and interests take root.

Two authors have well-founded ideas on this subject. Van Waters in "Youth and Conflict" says that youth feels an insecurity and therefore a conflict. There is a decided feeling of inadequacy and often one of depletion. She needs then a security and composure. It is here that Ethel Puffer Howes¹ reiterates my conclusion. Youth needs affection, serenity, order, freedom, sympathy and justice. But it is serenity that reinforces her character-building and confidence that helps her to achieve her goal.

Since the chaperone seems almost to have disappeared there is an added effort needed here. There was a time when the young folks were supposed to be models of attention, obedience, and respect, to be "seen and not heard", and to "speak only when spoken to." We still admire the respect for elders and the compliance with parents' wishes and suggestions, when respect is due. Well-mannered people still want to be courteous, respectful, and thoughtful of others. A boy tips his hat to a girl because he wishes to show respect or he gives up his seat to an elderly person. If a girl is naturally kind, thoughtful and generous, good manners come easily to her and they will help her to go through life with less friction and help her to give her a proper idea of herself. So true is this

1. A Symposium - Concerning Parents

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Van Waters in "Youth and Conflict" says that youth feels an insecurity and therefore a conflict. There is a decided feeling of inadequacy and often one of depletion. She needs then a security and competence. It is here that Ethel Butler Howes¹ reiterates my conclusion. Youth needs affection, security, order, freedom, sympathy and justice. But it is security that reinforces her character-building and confidence that helps her to achieve her goal.

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that certain customs that have to do with courtesy, respect, and politeness have grown up and are followed by well-bred people everywhere. Older people, as a rule, merit thoughtful consideration and respect. This is especially true of those with whom the girl is in frequent contact - her parents, her teachers, her school principal, and later her employer. But conditions are not what they used to be. Today the atmosphere about our youth vibrates with an independence, a freedom, a restlessness. Under restraint, there is almost an irritability and this must be faced by both parents and teachers.

Sometimes this restraint is caused by suspicion on the mother's part. She begins a long line of "don'ts" whenever her daughter goes out. Only last summer a girl with whom I have kept in contact for three years asked, "Why does my mother think I'm going to do something wrong every time I go out with the crowd? She is always telling me what she didn't do when she was a girl. You know, it makes me want to do something so she will get excited." Conditions have changed since mother was a girl---and they are still changing.

Commercial recreation has been criticized because it has created the American habit of being entertained, so it is time that these leaders of adolescents assume some responsibility for providing means of creative expression - simple book binding, leathercraft, pottery making or even

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the simpler home tasks that involve interior decoration are in the reach of many groups.

The problem of leisure and the feeling of insecurity have not been created by this period of economic depression, but the depression has intensified and aggravated them. It does not make family affection less necessary, but more so because we have more social contacts, which lack the intimacy that family life possesses.

The liberty which women have acquired recently presents a new problem to adolescent guidance. In former generations the girl grew up in a home where she was sheltered and carefully guarded, where she grew up with her mother, and where she entertained her young friends. Today most of her contacts with both sexes are made away from home and with her freedom the opportunities to make such contacts have multiplied, and so the problems of adolescence have increased. The adolescent is no different, but the social conditions with which she is confronted, have changed and this makes it necessary for the mother to become adjusted to such changes which transpire much faster than when she was a girl.

Changes in modern living are so rapid that girls and their mothers seem less than ever to belong to the same generation; their experiences are different and their standards are different. Some of my girls have told me that they do not discuss their own affairs at home for

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Changes in modern living are so rapid that girls and their mothers seem less than ever to belong to the same generation; their experiences are different and their standards are different. Some of my girls have told me that they do not discuss their own affairs at home for

fear that their parents will not understand or that they will shock them. These young folks need an opportunity to face opinions and experiences squarely and to evaluate them. Part of the work of a good guide is to help them find their own solutions, to aid them in understanding their parents and to help them to see the reasons back of the decisions their parents make. Too often the thinking is done for the students and plans are made for them instead of developing in them independence, initiative and responsibility. The growth of right standards and high ideals, of personality, and of character cannot be accomplished in a short period or under any one set of conditions; it must be started early in life and be made a continued process. There is a challenge for the mother, I think. She will have to train and educate her daughter and feel that that daughter's own common sense and good judgment will then direct her and help her on the right path. This statement is made with the provision that the mother has realized her duty and has taught and trained her well. One can't blame any mother for being concerned about her daughter if she hasn't trained her. Isn't that daughter in a precarious position? The mother, properly, should be the one to give her daughter sex instruction, but it should be a gradual and normal process from childhood into adolescence. Such teaching often expands itself into social relations, as it naturally should. It should emphasize the importance of preserving

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Many girls seem to feel that their entrance into public life has allowed them to assert their independence of rules and conventions that governed womankind in preceding generations and this has resulted in a revolt against conventions. The moving pictures have stressed this independence. Some parents have weakly yielded to circumstances and have chosen the easiest way - which has resulted in a lowering of the moral standards of the girls in respect to conventions. So the teacher who has charge of some extra-curricular activity or who is class or student advisor has the problem of preserving high social standards. She is working with young folks and understands their needs and attitudes. The system of chaperonage solved a good part of this situation in former generations. Many times today the girl is away from adult supervision of any form; chaperoning has decreased. It is for this reason that the student's moral code needs to be strengthened that the cooperation between the girl and the adult needs to be made more definite, and that the girl should receive enough knowledge of the essentials of life to make her reasonably secure during a difficult period. The teachers and parents still have much responsibility in helping the girl to take care of herself until she becomes an adult.

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A title used in a recent copy of Colliers quite aptly expresses the opinion of many parents today--"What! No Chaperons!" No matter what one's opinion regarding the chaperon is, it seems as if it is almost a thing of the past. Changing conditions tend to eliminate the custom. Therefore, what else is there to do but to educate our girls--and our boys, too--so that they can carry on and discipline themselves? Thus the parent becomes not a chaperon, but an educator of social education and self-discipline.

Gradually she should be able to possess a mastery over her behavior and conduct and develop a self-understanding and self-mastery so that she is a desirable member of society. Brooks tells us that such control is best attained through proper guidance because youth is learning the right method first and thereby eliminating such possibility of undesirable methods.¹ This guidance should be aimed at self-direction and self-control. It cannot be acquired without practice. Again, the school and home must cooperate, because in this changing age, many adolescents spend as much time at school as they do at home. Some parents are so occupied with their own affairs that they make no attempt at controlling those of their children. Although a parent's guidance can often help the girl to accomplish desired results much more satisfactorily than she can by struggling alone, eventually she needs to free herself from her parents. She should

1. Brooks, Fowler - The Psychology of Adolescence
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Part IV. Conclusions

Problems relating to the adolescent do actually exist. There are two goals that need to be reached: to get desirable responses, and to eliminate the undesirable ones. Emotional control develops with the years of the individual, and it is influenced by training and environment. If the girl is teased or provoked to anger, the more emotionally mature she is, the more able she is to restrain her rage. Children are impulsive and often make thoughtless responses while the more mature girl is able to suppress part of her emotion and check it. Gradually she should be able to possess a mastery over her behavior and conduct and develop a self-understanding and self-mastery so that she is a desirable member of society. Brooks tells us that such control is best attained through proper guidance because youth is learning the right method first and thereby eliminating much possibility of undesirable methods.¹ This guidance should be aimed at self-direction and self-control. It cannot be acquired without practice. Again, the school and home must cooperate, because in this changing age, many adolescents spend as much time at school as they do at home. Some parents are so occupied with their own affairs that they make no attempt at controlling those of their children. Although a parent's guidance can often help the girl to accomplish desired results much more satisfactorily than she can by struggling alone, eventually she needs to free herself from her parents. She should

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establish normal healthy friendships with boys. She must consciously develop her own personality. Her parents and teachers are the ones who can help her most for it is their skill that will determine to a great extent how she will fashion her life. In this training definite economic, educational and social issues arise and must be solved.

Besides, there is better opportunity to obtain a higher education than there has ever been, so that she can prepare herself for her vocation and again both parents and teachers can help her by determining general lines of interest. Both Van Waters and perhaps Greenberg, as well as other authors agree that the girl's own capacities and interests will narrow this grouping.² Education is aiming gradually at developing some vocational skills as well as academic skill so that the girl has an excellent chance to face the situation and decide what she wants to do and what capability she has for that particular vocation. At the same time, she faces the turmoil of developing herself into a real personality and arriving at some philosophy of life.

What are the objections to the adolescent girl going to work too young? Certain types of work may interfere with growth. More important than this is the fact that the imagination may be stunted and the development of the personality arrested, and this means lack of a certain amount of worthwhile social contacts. Yet, if for any reason, the girl cannot continue her education, I think

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A. Economic Issues

Hollingworth tells us that it is in the latter part of adolescence that a life plan is begun and partially charted. Each one, according to individual economic conditions faces the question of further education or work.¹ The girl of today faces a long list of vocations which she may enter. Besides, there is better opportunity to obtain a higher education than there has ever been, so that she can prepare herself for her vocation and again both parents and teachers can help her by determining general lines of interest. Both Van Waters and perhaps Gruenberg, as well as other authors agree that the girl's own capacities and interests will narrow this grouping.² Education is aiming gradually at developing some vocational skills as well as academic skill so that the girl has an excellent chance to face the situation and decide what she wants to do and what capability she has for that particular vocation. At the same time, she faces the turmoil of developing herself into a real personality and arriving at some philosophy of life.

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she should have some sort of work that will give some opportunity for her to develop her personality and her imagination, rather than to drift along in an aimless way and in idleness. Wealth and power seem to be the immediate goal when there still is need for general information, culture, character-building, and discipline.

Vocational guidance is excellent, but it should open up broad avenues to girls in their teens, rather than narrow decisions down to a life work. The girl at this age is just attempting independent relations for herself. Probably every normal girl looks forward to marriage, but even this does not settle the question of her vocation. Meanwhile, between graduation and marriage what is she going to do? Will she leave home or not? Or, will she find some sort of work that can be done within the home? Will she feel an economic responsibility? She should! In the pioneer days the girl had a very active part in helping to produce the necessities of life. Today, very often the parents try to plan for the girl and, through pressure, have her follow some one line of work that they have cherished in their hearts.

In colonial days much of the industrial training was due to the influence of the home. Perhaps much of this was due to the fact that the family had to raise everything that was necessary to existence. The boys and girls had a real part in these activities. Since then the home

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has undergone a change and no longer is it the center of training as it was two or three centuries ago. In some of our present-day homes both mother and father are employed outside the home. Such conditions have tended to throw upon the school vocational guidance and training so that the school today must meet not only the requirements of a general education but other types of training.

The situation evolves itself into the fact that in many instances no one is assuming such responsibility and someone should. Of course, the school is looked to as being best able to take the responsibility and it seems as if the school will have to take this responsibility for some time to come. Then, in this training in the school, shouldn't part of the task be to train the present generation to assume more responsibility and to instill the idea that the home should take its share?

Whoever assumes this leadership must realize that different vocations require varying degrees of physical and mental capacity, ability, and personality. "All work ranks the same with God," for all work should be honorable and useful. Our girls can be happiest when they are suitably placed, and there is work for all grades of mental capacity. The girl should be placed according to her ability and not in some line of work cherished by the parents, or some line of work that the parents may have followed.

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Unless the girls are really taught how to use money, they will not know its value. Some parents give liberal allowances and never check on how it is used. Others give none and feel that when the girls earn it, it is up to them to make the best use of it as they see fit. Some have been given an allowance and because it was used unwisely deprived the girl of any spending money of her own. How much better the girl would be if she had even a very small allowance and were trained how to spend it. Such an allowance could include very, very small savings, and lead the way to budget-making and real plans for spending. Often the girl who is given money for family-marketing or for the purchase of some article of clothing for herself shows more sagacity in her purchases than the mother ever dreamed she had. Besides, the girl is gaining some ability at becoming a thrifty shopper. Mistakes may be made, but even mistakes may be a point gained.

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B. Problems in Education

Education should prepare our adolescent youth for their life in the near future. Yet the curriculum in many a high school gives little that can be of much value in their chosen vocation. Gradually some schools are bringing into their courses such work as may come into closer touch with the practical side of life. Usually education is not considered a serious problem until high school is reached. Then many problems arise. The choice of the right course to pursue for the next four years is but the beginning. Even at this point there may be a difference of choice on the part of the parent and youth; or the teacher may see future possibilities in some other line of study, or even limitations in the course selected.

If the daughter is college-bound there are definite entrance requirements that she must plan to meet. These girls are individuals and must be treated as such; they must be given the type of education that will develop this individuality best. College probably is not the best type of training for every girl. Then, too, she may have no desire to go to college, but very much desires to follow some other line of study. Or, she may have a special ability in some one line of work. All or any of these points should be taken into consideration where the question of what to study arises, because work for which she is unfitted or work that is uncongenial must result in unhappiness, discontent, and maladjustment.

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A school program should offer variety of subjects and activities that includes both breadth and interest. Effective methods are advantageous because they lead toward stimulus and self-reliance. Then, too, work should be made proportionate to ability. If the school system fails to do this it means that some students waste time from idle habits because they feel "lost" before they see any goal ahead. In an ordinary school such students fail and leave as soon as possible. After providing work that is proportionate to ability the next step is to see that the girl masters some part of it, for it is through such mastery that self-reliance and confidence are attained, and then there is joy in accomplishment.

If the parent is a truly good parent, the influence will be good; if the parent is not good, the result will show itself in one of two ways. A girl with a strong nature may reject that parent emotionally, or seek a substitute, very often a teacher, for the teacher seems to be of next importance to that of the parent. If the girl does not have a strong nature she will probably cling to the parent for a guide even though that parent may be a bad model. The amount of the teacher's influence is determined by her personality and her power of guidance, the amount of guidance already given by the home, and last, but not least, the girl's reaction to any one or all of these conditions.

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much to do with a girl's reactions to her. A girl instinctively feels the sympathy of a teacher and a genuine interest. That teacher who attempts to cultivate optimism and a kindly, cheerful, sympathetic manner, who presents her material so that a vagueness about what a girl is to do does not exist in that girl's mind, and who can be firm about the big things and gradually eliminate the small annoying things, is playing a big part in guiding the adolescent. Unconsciously she is establishing herself in the life of each adolescent girl and helping that girl to establish a stronger personality of her own. The girl who has gained such training in her home is fortunate. But again, it is the teacher who must be able to carry on the training if the home has failed to accomplish it.

Since adolescent control is best secured through wise guidance, it is then that you have a positive factor, substitution, employed and the girl herself learns the control and direction of her own affairs. This is a desirable means of control, also, because under ideal conditions such guidance is cooperative; the girl and her parents or teachers, or both, work to attain definite sociable and desirable ends.

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much better during adolescence than they were before. Sex emotions probably do break the normal development, but just how great such resulting changes are, is not known. He further states that the adolescent does not possess a steadiness of character and many of her traits do not seem stable to an adult, but this is due to the fact that she is still immature. It is just here that one can find the possibilities of developing a better character. "His contradictory traits and impulses are reflected in his inconsistent responses."¹

In both the home and school today, there is much emphasis on the directing and preparing girls for their future. The present trend of our social and economic changes seems to make it highly desirable for a girl to plan some sort of a career, even if for only a temporary period, and to make herself as independent as the boy of the present time. Immediately the question seems much more complicated than to the boy. The normal girl looks forward to marriage and a home eventually. Perhaps, how-

1. Brooks, Fowler - The Psychology of Adolescence p.419

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C. Some Social Problems

Custom has decreed that parents shall use their skill to help their adolescent children adapt themselves to adult conditions. Since we are living in an age of constant change, such methods or skills must be suited to such change; different demands and new opportunities present themselves continually. Girls are kept in school longer than formerly and there are different relationships between the home and the community. Parents should be guides, friends and counsellors in the home, because only the home can accomplish the vital and intimate relationship that will make these girls well-balanced and mature adults. The home can here offer a continuity of relationship that is impossible for the school. Our girls need to realize that it is not wealth that makes the home good. It is the attitudes and relationships between the parents and the girls within that home.

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ever, she has a real ability in some professional line that she wants to develop. There arises a conflict that may lead to a critical decision between a career and marriage.

Since our civilization is very complicated conflicts may reveal themselves in many ways. There seems to be an instinctive objection to authority or being held within bounds. There may arise a conflict between love and ambition. Here, again, the parent or teacher should adapt herself to the changing conditions and specific circumstances and co-operatively with the girl arrive at a decision so that the girl may realize why a restriction or decision is necessary. It is in this manner that many of the conflicts which often are found in the home may be "ironed out".

Both the parent and the teacher can help the adolescent girl by helping her to acquire the right habits and attitudes toward life so that she may become self-reliant and depend on herself for many pleasures. There are many kinds of pleasures that are available and that are not expensive. Libraries with books and magazines are available in almost every community; there are many handicraft arts and skills, as well as sports, that can be gained with very little direction. Of course, she is somewhat dependent on the environment where she lives, but if the girls are taught to use the resources at hand they need not be without some form of activity. Guiding the girl toward a choice of right social activities today is not as easy as it was before

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the era of commercial recreation. Many desirable social activities, however, readily present themselves. There are the community gatherings and clubs with often a program of moving pictures that are held on so-called "community", "neighborhood", or "friendship" nights. There are many kinds of entertainments where the members of a community are urged to participate in plays, orchestras, glee-clubs, minstrel-shows, or exhibitions. Then there are parties and socials to observe the many holidays, banquets, picnics, or indoor contests. Besides these are the out-of-door activities with camping, hiking, and many athletic contests that can be arranged.

The girl needs a freedom of self-expression and her program should include time for some social activities. There should be a balance between play and work so that there is an equalization of their values. Organized play tends to prevent haphazard undirected attempts with the loafers, and for the serious student gives a balanced recreational period because it provides relaxation. Professor Groves feels that there are many rather common causes of emotional disturbances during adolescence and lists vanity, unattractiveness, undisciplined impulses, shame of parents or of one's home, and unreasonable restrictions among them.¹ It is here that education needs to help in developing the strength in any character, and thus avoid the weakness of an excessive character reaction that is un-

1. Groves, E.R. - Personality and Social Adjustment pp.71-75

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desirable. Then, too, the adolescent girl needs habituation to fix her manners or responses; for control means restraint at times. However, it should be positive as much as possible and consist of the direction of her activities. She wants freedom but it should be proportionate to her power to use it wisely and toward the development of social and unselfish motives of conduct. The best schools will aim to mould this girl's mind so that it is as agreeable as it is competent and well-informed, and so that there is both grace and power in her practical tasks and mental activities.

She needs to establish good everyday standards and ideals. Gradually she should be able to manage her own affairs, and finally her home. This means that she must have continual practice in initiative and self-reliance if she is going to develop those traits of character. Then, at the end of adolescence, the normal girl should be an adult who is able to meet ordinary problems. She should be able to maintain herself through economic competence. She should be able to have attained an independence so that she can serve herself and arrive at her own conclusions. She is not dependent on another's advice or directions, and yet in the economic world she is cooperative and so becomes an efficient worker. Under well-planned guidance it seems as if major adjustments could be made toward these ends--intellectual judgment, an inclination to do right, and a force and persistence that determine a strong character.

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In conclusion, the most important part of the girl's life is people, and the most important people are her parents and her teachers. Conflicts arise because she wants to be independent, but she is afraid to assume her independence. Her attempts at any such assertion are not met by family approval and often end in family conflict. To the girl her parents seem "old-fashioned" and she wants to free herself of their authority. The way that she meets her problems and makes her decisions depends on the habits she has formed and those attitudes that she has acquired. Naturally these are modified as she takes her place in society and becomes a harmonizing part of it. The firmer the foundations she has acquired the more valuable member of society she will become. She needs to achieve a freedom from her home and establish an adult relation with her parents and teachers both of which qualities are basic and are necessary in making a successful transition from adolescence to adult life.

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Comprehensive Summary

With the fast-changing times there have developed situations that have affected the youth of today, especially the adolescent. Modern industry with its machinery affords more time for leisure and the adult who is associated with the adolescent is faced with the problem of guidance in the wise use of this leisure. In this problem the home and school can cooperate for where the one may fail the other may succeed. Such cooperation would allow the teacher to know the home conditions of the adolescent girl and make the parents acquainted with school conditions and requirements. The fact that some mothers are consulting teachers about their daughters reveals the fact that a problem does exist. Since much that the girl does during adolescence is determined by her training before that period both the school and the home should recognize its significance in her education and development.

The parents of the girl have the double function of being both a teacher and a guide. If they help her to become adjusted to her social relations, to develop a desirable attitude toward her family and to select her friends and her recreations it means they must have some knowledge of psychology, of sociology, of mental hygiene, and of biology. They must be alert to the changes in the girl's personality and help her to develop a sense of values and relationships so that she may be able to meet her obligations

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With the fast-changing times that have developed since 1900, we have entered the world of today, especially the adolescent. Adolescent, and every with its associated efforts more time for leisure and the adult who is associated with the adolescent is faced with the problem of guidance in the use of this leisure. In this problem the home and school are cooperative for where the one may fail the other may succeed. The cooperation would allow the teacher to know the true condition of the adolescent girl and make the response associated with school conditions and requirements. The fact that some teachers are consulting teachers about their students reveals the fact that a problem does exist. Since we know that the girl does during adolescence is determined by her training before that period both the school and the home should recognize the significance in her education and development.

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and responsibilities, and this depends upon her mental attitudes and the habits and personality traits that she has acquired. She needs to express herself but she needs guidance in her expression. Family conferences and teamwork make her feel that she is a part of her family and give her a share of its responsibility. A weekly allowance helps her to acquire an economic training in the use of money. On the other hand, over-ambitious parents may attempt to force the girl into some activity beyond her ability and this may over-burden and discourage her.

The family seems to be shifting many of its functions to outside agencies, until all education appears to be the affair of the public. Even so, the parents still have much to do within the home. If they are prone to shift these responsibilities, youths will be weaned from the home which will lose much of its authority, and an undesirable emotional life may develop. One of the big contributions that parents can make to the girl is to help her to become more self-reliant and more dependent upon herself for her pleasures and satisfactions; but such training and weaning from her parents' domination should be a gradual process. Parents should make use of outside agencies when their activities supplement those of the home and when the girl will derive some benefit from them so that such agencies will be placed in a proper relation to the home.

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If the interrelationships of the family are built on a cooperative basis trivial annoyances will go unnoticed and the parent has an excellent chance to divert the adolescent's mind away from such an issue and toward a more desirable attitude. Thus the impression is not allowed to remain for the adolescent girl is sensitive and impressions remain. Emotional conflicts cause many asocial attitudes which are the reaction of the girl to situations which have troubled her and which have been made more complex by her environment. Such girls will not be failures necessarily but they will need more time in which to adjust themselves and perhaps more help if an unhappy situation arises.

The aim of education is to help the adolescent girl to find herself and aid her toward self-mastery so that there is a desirable emotional development. The efficient teacher will attempt this training from the point at which any such training in the home stops, and guide the girl towards activities that will aid such development, in self-control through desirable self-expression so that she will become an individual who can act for herself. The aim of any discipline at this time should be for the sole purpose of effecting such direction of her as will carry her through both physical and moral crises, and on to self-mastery.

Since the adolescent girl is sensitive to the personalities of older people, the teacher who possesses a

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genuine kindness without affectation, patience, a scholarly ability, positive decisions, and good order and discipline, is highly valuable in any school system. The teacher who aided Mary in following a routine helped the girl to overcome some of her instability and irresponsibility. Such a teacher helps a girl to realize some of the things of which she has dreamed of doing. Thus the girl may be trained to pursue worthwhile recreation and an enriched leisure. The teacher who aids her in accomplishing some of her desires is the one who will be entrusted with some of her confidences and other desires, and if this teacher possesses qualities which the girl admires, the girl will often try to acquire those qualities because the girl of high school age likes to imitate.

The adolescent girl becomes weaned gradually from close family associations and often transfers her affection to an adult other than her parents - a club leader or a teacher. She seeks this person's affection because she admires some qualities she possesses or perhaps because she craves a friend with whom she can share her interests and affection. Such a friendship should be of benefit to the girl because this older person if she understands the adolescent and is sympathetic should be able to direct the girl's activities into worthwhile channels. Her encouragement to the adolescent girl to express her questioning mind should lead toward honest thinking and the making of decisions by the

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girl herself. A little personal interest on the part of the teacher will give her an insight into the girl's problems, either at school or at home, and as a result she can help the girl to solve some of her problems or to offer genuine sympathy if the girl is troubled about some particular situation. If there is a faulty home life the school may offer some compensation through a stabilizing influence and a secure and cheerful atmosphere. The teacher holds a key position in the development of the girl, and consciously or unconsciously, she influences her growth. Through a wholesome school relationship, the girl should acquire a trustfulness, a sociability, some social security, and obedience. The girl attains her philosophy of life through encouragement, praise, and success.

The schools of today emphasize the girl's preparation for adult life because she has to plan for independence as well as the boy; she makes a preliminary choice of her vocation and increases her social contacts. The average girl favors the school for its organized competitive scheme with its rivalry. Yet the routine demands of the school show a strength and power that may be distasteful to her because it may arouse a feeling of inadequacy or inability. The teacher should be alert to such a situation since confusion and discouragement come easily to the adolescent. Such considerations point to the necessity of the school placing each pupil with those who are, by tested measurements,

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her equals.

Since a large part of the adolescent girl's life is spent on school activities it affects much of her life in her home, and the parents need to know the aims and requirements of the school just as the teacher needs to know the home conditions under which the pupil works because many school difficulties are magnified by bad home conditions. A proper home allows sufficient freedom and gives her responsibility adequate to her needs. Parents and teachers can cooperate in selecting activities, assigning work that is proportionate to ability, and seeing to it that it is carried through successfully because both of these people exert a tremendous influence in character-building. The introvert needs to express herself and become an active part of a group, while the egotist needs to have her high self-esteem put on an honest factual basis so that she may have good judgment, for there is the need to weed out undesirable traits and emotions and supplant them with desirable ones. Her parents should have a definite understanding about the amount of freedom given to a daughter so that any arguments will not be necessary in her presence.

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of "home projects" have gone a long way in solving this problem. The teacher in such visits as she must make sees not only the home but some members of the family and often gets many helpful suggestions from the mother or, at least, some questions about her daughter's work. The girl, too, may have questions and she feels free to talk frankly with her parents or her teacher so that her disturbed mind may be satisfied.

She should be trained to mingle socially with those of her own age and be trained to help others and attain serenity and confidence. The system of chaperonage once solved part of the problem of adult supervision but since this custom seems almost a thing of the past there needs to be a closer tie between the girl and adults, and her moral code needs to be strengthened in order to tide her over this very difficult period.

To attempt to get desirable responses and to eliminate the undesirable are two goals to be attained during adolescence and these should be gained through self-direction and self-control. At this period in life she must determine whether she will continue school or enter some vocation, and if it is the latter some definite choice must be made. Yet she should not be allowed to go to work too young because it may interfere with her growth. Any vocational guidance should open up broad avenues rather than lead to narrow decisions, and the girl should be placed in work

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suited to her mental and physical capacity for it is there that she will be happiest. Since our youths are groping toward economic support they should be taught how to budget their money and spend it wisely. If they are to continue their education they must be treated as individuals and given the education that will develop this individuality best. The school program should offer a breadth of subjects and interests that will not allow the students to waste time and gain idle habits because it is through the mastery of some part of her work, if not the whole, that she gains self-reliance and confidence in herself. The teacher who is definite in her requirements establishes herself in the good opinion of the girl because she has eliminated the vagueness that often accompanies the work of the adolescent.

Much of the training of today emphasizes the directing and preparing girls for their future so that there should be some sort of plan for a career, even if for only a temporary period. Along with this serious consideration there should be adequate time for definite social activities, a balance between play and work, because this recreational period provides relaxation. At the end of adolescence the normal girl should be an adult who is able to meet ordinary situations in life, arrive at her own conclusions and be an efficient worker. The firmer the foundation she has acquired the more valuable member of society she will become.

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